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AUTHOR	Thal-Larsen, Margaret; Nagarvala, Phiroze
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ABSTRACT

This survey involving some 165 students from California's Berkeley High School was conducted to explore the requirements for the design of a labor market information system for a large metropolitan area. The students who were surveyed gave the following information: (1) The majority of the students wanted to know more about their chosen field, (2) Only about half of the students had ever talked with counselors about their future careers, (3) Slightly more than half of the students had read about jobs in career pamphlets and books obtained primarily from the city library, (4) As to the content of information, the largest number of students wanted primarily information on the training and education needed for jobs, (5) Students overwhelmingly endorsed direct contact with the world of work as a means of learning about it, (6) Most of those who had made career choices made them on the basis of courses taken or personal contact with people in the occupations, (7) Most of the students surveyed chose white collar occupations, and (8) Most believed that their mothers more than their fathers wanted them to choose a certain career. The students sampled were not representative of the student body in a strictly statistical sense and so their views do not necessarily hold for the student body. (SN)

HUMAN FACTORS IN TECHNOLOGY RESEARCH GROUP
DEPARTMENT OF INDUSTRIAL ENGINEERING AND OPERATIONS RESEARCH
UNIVERSITY OF CALIFORNIA • BERKELEY

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Department of Labor Project*

FIRST SURVEY OF HIGH SCHOOL STUDENTS' NEEDS FOR LABOR MARKET INFORMATION IN CAREER DECISION-MAKING

(Conducted at Berkeley High School
Berkeley, California, March-April 1971)

HFT 71-5

Margaret Thal-Larsen and Phiroze Nagarvala

Human Factors in Technology Research Group
Department of Industrial Engineering and Operations Research
University of California, Berkeley

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CONCLUSIONS

Surveyed Berkeley High School students are near-unanimous in wanting more knowledge of the work world than they now obtain.

Of those who have already decided on future careers and so were asked if they want to know more about their chosen fields, all but one answered affirmatively. In addition, almost one third of those not eligible to answer this question volunteered that they would like to know more about jobs in general.

Only about half of the students said that they had ever talked with counselors about their future work. Students were more likely to report these discussions helpful, and about half of them did, when their talks had included information regarding the responsibilities and tasks of specific jobs. In the main, oriental and black students appear to lean more heavily on the occupational guidance given by counselors than do white students; and girls, more than boys.

Slightly more than half of the students have read about jobs in career pamphlets and books. The largest single group among them obtained these publications at the City Library. Almost two thirds who read such materials thought they would help in their career planning, with black students most inclined to this view. Again, these publications were valued because they described particular jobs or fields of work.

As to the content of information, the largest proportion of students elected as first choice the training and education needed for jobs. This item was followed by the kind of life one would lead in a certain occupation. Also of major importance to students is information, relating to specific jobs, about wages or salary, the skills and interests needed for success and some notion as to future labor demand in the occupation.

Students overwhelmingly endorsed direct contact with the world of work as a means of learning about it. They most often preferred to visit places where the work is actually performed, or to work part-time and in summer. After these choices, reading about jobs, talking with their counselors about jobs and enrolling in a vocational work experience course ranked relatively high. Expanding opportunities for direct contact with the world of work to which these students assigned so high a priority is a considerably more difficult goal to achieve than merely increasing the availability of published guidance materials. Achieving the former would require not only many changes in school programs but also a degree of cooperative action between the school, various organizations and the employing community that is yet to be established.

Those who had already made their career choices believed that knowing people in the occupation, their parents, and courses they were taking had most often helped them to decide on a particular job or field. Black students, however, were less likely than those in other ethnic groups to know persons working in their chosen fields. They relatively more often than others emphasized the help received from their counselors or relatives, or reported that their decisions were independently arrived at.

A very large majority of the surveyed Berkeley High School students described career decisions that will lead to white collar work -- predominately in professional occupations. The list of occupations chosen, though, is narrow and centers on such traditional jobs as physician, lawyer, teacher, and architect. But girls and boys are not lacking who selected less familiar professions such as marine biologist, pharmacist, and veterinarian.

More students believed that their mothers would like them "to aim for a particular job or career" than attributed this sentiment to their fathers. And whether the attitudes of fathers or mothers were involved, more girls than boys believed this parental desire to exist. Such influence as was thought exerted, however, was often in the direction of the students' having an aim rather than pressure to aim at a specific target. But in any event the parents were described as primarily favoring (as did the students, themselves) occupations in professional categories.

BACKGROUND OF STUDY

Previous studies have documented the concern of school counselors with the present lack of information about current, local job opportunities and expected occupational trends. Along with others who work with students or job applicants, counselors quite generally state that available job information is inadequate. They maintain that it will neither support their own occupational guidance activities nor satisfy the needs of students wanting more knowledge of the work-world around them.

Our research group under contract with the U.S. Department of Labor's Manpower Administration is exploring the requirements and design of a comprehensive labor market information system for a large metropolitan labor market area. Such an investigation necessarily includes the tasks of searching out the data needs of various types of users and of learning how and in what form the latter would prefer the needed information delivered to them.

High school students are important users of labor market information. Together with counselors, teachers, school administrators, employment service workers, manpower officials, legislators, and many, many others, they need to know about jobs. Therefore, we believed it most appropriate that students should speak for themselves concerning what they think of the information they now receive. Also, we hoped to discover the kind of help they want in making their career decisions.

We appreciate the opportunity given us by Mr. Clifford Wong, Principal of Berkeley High School to pursue our inquiries on this campus. We are grateful to the teachers and students who assisted us, for it was most helpful to conduct this survey at a school whose student body reflects in a single entity the various ethnic and socio-economic groups comprising the population of the Bay Area.

1. THE "SAMPLE"

Because we sampled by drawing whole or part classes instead of by choosing individual students at random, the group of 165 students questioned (or 5 percent of total enrollment) is not representative of the student body in a strictly statistical sense. Thus, we cannot claim that the different views recorded in the student responses reflect in exact proportion the extent to which they are held by the total number of students attending the school. Nor can we infer that we are measuring with exactitude the desires and attitudes of the major subgroups within the total -- as examples -- 11th graders, girls, or oriental students. Certainly, we should warn against generalizing from any data shown (or discussed for illustrative purposes) that are based on relatively small cells.

Nonetheless, we do believe that the responses given us by the group of students participating in this survey are sufficiently representative of the opinions generally held by high school students that the purpose of this survey has been carried out. That purpose, as mentioned, was to allow students to speak for themselves on matters related to occupational guidance and career decision-making. From such data as are available to us concerning the characteristics of the entire student body, we can infer that the sample distributions by sex and grade level are reasonably representative of the total. Students of oriental race are substantially over-represented at the expense of all other racial and ethnic groups. And we do not account for as large a proportion of academic course students in the sample as attends Berkeley High School because we have over-represented students in vocational education programs significantly and those in the general curriculum, slightly.

The following tables in this section show the general structure of the student sample upon which this survey is based. Also shown are certain of the students' characteristics having relevance to an interpretation of their responses regarding labor market information.

TABLE 1: MAJOR CHARACTERISTICS OF SELECTED SAMPLE OF BERKELEY HIGH SCHOOL STUDENTS

Characteristics	Number	Percent
TOTAL	165	100.0
SEX		
Male	97	58.8
Female	68	41.2
ETHNIC GROUP		
White	67	40.6
Black	62	37.6
Oriental	33	20.0
Chicano*	3	1.8
GRADE LEVEL		
10th Grade	55	33.3
11th Grade	60	36.4
12th Grade	50	30.3
COURSE OF STUDY		
College Preparatory	114	69.1
General	28	16.9
Business	9	5.5
Industrial Arts	9	5.5
Home Economics	5	3.0

*In all tabulations subsequent to Table 1A, Oriental and Chicano students will be shown in a combined group under "Other".

TABLE 1A: ETHNIC GROUP BY GRADE LEVEL AND SEX OF SELECTED SAMPLE OF BERKELEY HIGH SCHOOL STUDENTS

Grade Level and Sex	Total	Ethnic Group			
		White	Black	Oriental	Chicano*
All Students	165	67	62	33	3
10TH GRADE					
Boys	28	12	11	4	1
Girls	27	9	12	6	0
TOTAL	55	21	23	10	1
11TH GRADE					
Boys	40	14	17	9	0
Girls	20	8	10	2	0
TOTAL	60	22	27	11	0
12TH GRADE					
Boys	29	15	6	8	0
Girls	21	9	6	4	2
TOTAL	50	24	12	12	2

* In all subsequent tabulations Oriental and Chicano students will be shown in a combined group under "Other".

TABLE 1B: COURSE OF STUDY OF SELECTED SAMPLE OF BERKELEY HIGH SCHOOL STUDENTS BY SEX, GRADE LEVEL AND ETHNIC GROUP

Course of Study	Total		Sex		Grade Level			Ethnic Group		
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Other
All Students	165	100.0	97	68	55	60	50	62	67	36
Academic	114	69.1	69	45	42	41	31	30	55	29
General	28	16.9	19	9	7	8	13	13	9	6
Vocational	23	14.0	9	14	6	11	6	19	3	1

TABLE 1C: PART-TIME WORK STATUS OF SELECTED SAMPLE OF BERKELEY HIGH SCHOOL STUDENTS BY SEX, GRADE LEVEL AND ETHNIC GROUP

Part-Time Work Status	Total		Sex		Grade Level			Ethnic Group		
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Other
All Students	165	100.0	97	68	55	60	50	62	67	36
Not Working Part-Time	101	61.2	54	47	38	37	26	36	41	24
Working Part-Time	64	38.8	43	21	17	23	24	26	26	12
Enrolled in Vocational Work Experience Program	13	7.9	9	4	1	8	4	10	2	1
Employed in Non-Program Part-Time Work	51	30.9	34	17	13	15	20	16	24	11

TABLE 1D: OCCUPATIONAL GROUP OR INDUSTRY OF ATTACHMENT OF FATHERS OF SELECTED SAMPLE OF BERKELEY HIGH SCHOOL STUDENTS BY ETHNIC GROUP OF STUDENTS

Occupational Group or Industry of Attachment of Father	Total		Ethnic Group		
	Number	Percent	Black	White	Other
All Students	157*	100.0	54*	67	36
Professional	53	33.8	4	43	6
Skilled	14	8.9	4	7	3
Managerial and Official	12	7.6	1	5	6
Sales	6	3.8	3	2	1
Government (occupation not specified)	6	3.9	3	2	1
Semi-Professional	5	3.2	1	2	2
Agricultural Occupation (Gardener)	5	3.2	1	-	4
Manufacturing (occupation not specified)	5	3.2	2	2	1
Clerical	4	2.5	2	1	1
Semi-Skilled	4	2.5	3	-	1
Building Service	3	1.9	3	-	-
Transportation (occupation not specified)	3	1.9	1	1	1
Service Industry (occupation not specified)	3	1.9	-	-	3
Other Occupations or Industries(a)	7	4.5	5	-	2
Father Deceased or Whereabouts Unknown	8	5.1	7	-	1
Father's Occupation Unknown	11	7.0	9	1	1
Father Retired	4	2.5	3	-	1
Father Self-Employed	4	2.5	2	1	1

*Eight students did not respond to this question, affecting the totals as indicated.

(a)"Other" includes two each in Protective Service occupations and Construction (occupation not specified) and one each in Personal Service occupations, wholesale and retail trade (occupation not specified) and one in student status.

TABLE 1E: OCCUPATIONAL GROUP OR INDUSTRY OF ATTACHMENT OF MOTHERS OF SELECTED SAMPLE OF BERKELEY HIGH SCHOOL STUDENTS BY ETHNIC GROUP OF STUDENTS

Occupational Group or Industry of Attachment of Mother	Total		Ethnic Group		
	Number	Percent	Black	White	Other
All Students	464*	100.0	61*	67	36
Professional	33	20.1	10	19	4
[illegible]ical	17	10.4	5	7	5
Semi-Professional	8	4.9	3	2	3
Personal Service	6	3.7	4	2	-
Managerial and Official	4	2.4	2	2	-
Skilled	4	2.4	1	-	3
Government (occupation not specified)	4	2.4	2	2	-
Domestic Service	3	1.8	2	-	1
Other Occupational or Industrial Groups(a)	7	4.3	1	4	2
Housewife, or Mother's Occupation Not Specified	73	44.5	29	28	16
Mother Deceased	3	1.8	2	-	1
Mother Self-Employed	2	1.3	-	1	1

*One student did not respond to this question, affecting the totals as indicated.

(a)"Other" includes two each in Service Industries (occupation not specified) and in student status, and one each in sales and unskilled occupations and in private, non-profit organizations (occupation not specified).

TABLE 1F: POST-GRADUATION PLANS OF SELECTED SAMPLE OF BERKELEY HIGH SCHOOL STUDENTS BY SEX, GRADE LEVEL, AND ETHNIC GROUP

Post-Graduation Plans after High School	Total		Sex		Grade Level			Ethnic Group		
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Other
All Students	158*	100.0	92*	66*	52*	57*	49*	56*	67	35*
Enter a Four-Year College	90	57.0	52	38	32	31	27	25	41	24
Enter a Two-Year College	22	13.9	10	12	7	8	7	11	5	6
Enter College and Work	16	10.1	12	4	5	6	5	9	4	3
Enter College after Traveling	3	1.9	2	1	-	2	1	1	2	-
Enter Trade, Technical or Business School	8	5.1	3	5	3	4	1	6	2	-
Look for a Full-Time Job	7	4.4	2	5	2	3	2	2	4	1
Look for a Full-Time Job after Traveling	1	0.6	1	-	-	-	1	-	1	-
Travel; Not Work; "Cop-Out"	6	3.8	5	1	-	2	4	2	4	-
Enter Armed Services	2	1.3	2	-	1	1	-	-	2	-
Undecided	3	1.9	3	-	2	-	1	-	2	1

* Seven students did not respond to this question, affecting the totals as indicated.

N.B. Although the options "Enter an apprentice program" and "Marry and keep house full-time" were offered, there were no affirmative responses to these choices.

2. STUDENTS AND THEIR COUNSELORS

Eighty two or half of the 165 students included in the sample reported having talked with their counselors about their future work in specific jobs or careers while they were in the 10th, 11th or 12th grades (Table 2).

Girls were considerably more likely to have discussed the matter with their counselors than were boys (59 as compared with 43 percent). Curiously, a smaller proportion of 12th graders than of 11th graders replied affirmatively. A possible explanation is that the vocational guidance program was accelerated in the earlier grades subsequently to the passage through these levels of the present senior class. One reason could be failures of recollection. However, it appears likely that another influence on these replies lies in the sample structure by grade level. The proportion of both girls and of black students in the 11th grade is heavier than in the 12th grade and these groups were more likely to discuss jobs with their counselors than were boys and white students.

Of all ethnic groups, the "other" group at 58 percent was most likely to have talked about jobs with their counselors. This group was followed closely by black students at 53 percent and at a considerable distance by the 42 percent of all white students in the sample who had held such conversations.

As mentioned, talks with counselors about the students' future work in specific jobs and careers is most likely to occur in the early grades, particularly at the 10th grade level -- presumably when the student enters senior high school (Table 2A). A very small proportion of the students who had discussed jobs with their counselors reported having talked with them about this subject in their senior year -- at least by the time our questionnaire was administered.

The half of the sampled students who had talked with their counselors about jobs were most likely to have received information about the education needed for jobs (Table 2B). In fact, more than four-fifths of them had discussed this matter of educational requirements.

They were less likely to have talked about their own abilities to succeed on jobs. As only 58 percent of those who had discussed their future careers with their counselors covered this subject, less than a third of the total sample had been exposed to this type of guidance assistance.

The least likely topic for discussion, however, was the jobs' responsibilities and tasks. This subject was mentioned as covered by only 30 percent of the students who had discussed their future careers in counseling sessions. Thus, but 15 percent of all students sampled had talked about the responsibilities and tasks they could expect to encounter in their future careers.

This minimal exposure to the "world of work" may account in part for student responses to our question, "If you have talked about such matters with your counselor, did you receive information about jobs or careers you believe will be helpful?" (Table 2B) Although 46 percent of all students who had talked about jobs with their counselors replied to this query in the affirmative, their number accounts for but 23 percent of the entire sample. This proportion (23 percent) of all sampled students believing that they have received information about jobs from counselors that will later prove helpful to them varies considerably by type of student (Table 2C). At 12 percent, it was lowest for 12th graders while highest for 11th graders at 35 percent. Thirty one percent of all the sampled students of Oriental and Chicano origin combined, reported having received helpful job information. Comparable percentages for black students and white students were 26 and 16, respectively.

Similarly to the ethnic minorities who were above average in believing that the job information they received from their counselors would later assist them, girls were somewhat more likely than boys to term this information helpful.

Data (for which the detail is not shown) indicate a close association between the student's having discussed the job's responsibilities and tasks with his counselor and his likelihood of reporting that the information he received was helpful. Of the 38 students who did regard their counseling sessions about future careers as helpful, 80 percent had included discussions on the nature of jobs among the subjects they talked about.

TABLE 2: NUMBER AND PERCENT OF STUDENTS WHO HAVE EVER TALKED WITH THEIR COUNSELORS ABOUT THEIR FUTURE WORK IN SPECIFIC JOBS OR CAREERS BY SEX, GRADE LEVEL AND ETHNIC GROUP

Discussion of Specific Jobs and Careers with Counselor	Total		Sex		Grade Level			Ethnic Group		
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Other
All Students	165	100.0	97	68	55	60	50	62	67	36
Have Not Talked About Jobs and Careers	83	50.3	55	28	35	23	25	29	39	15
Have Talked About Jobs and Careers	82	49.7	42	40	20	37	25	33	28	21
Percent Who Have Talked About Jobs and Careers	49.7	xxx	43.4	58.8	36.4	61.7	50.0	53.2	41.8	58.3

TABLE 2A: NUMBER AND PERCENT OF STUDENTS WHO HAVE EVER TALKED WITH THEIR COUNSELORS ABOUT THEIR FUTURE WORK IN SPECIFIC JOBS OR CAREERS BY GRADE LEVEL AT WHICH DISCUSSIONS OCCURRED

Grade Level	Total	
	Number	Percent
All Students Who Have Talked with Counselors About Jobs	82	100.0
10th Grade	31	37.8
11th Grade	21	25.6
10th and 11th Grades	17	20.7
12th Grade	8	9.8
10th, 11th and 12th Grades	3	3.7
11th and 12th Grades	2	2.4

TABLE 2B: SUBJECTS DISCUSSED WHEN STUDENTS HAVE TALKED WITH THEIR COUNSELORS ABOUT THEIR FUTURE WORK IN SPECIFIC JOBS OR CAREERS AND STUDENTS' BELIEF AS TO HELPFULNESS OF JOB INFORMATION RECEIVED

Subjects Discussed and Helpfulness of Information	Number and Percent
All Students	165
Students Who Have Talked About Jobs with Counselors	82
Percent of All Students Who Talked About Jobs	49.7
Discussed Education Needed for Jobs	69
Percent of All Students	41.8
Percent of Students Who Talked About Jobs	84.1
Discussed Student's Own Abilities To Succeed on Jobs	48
Percent of All Students	29.1
Percent of Students Who Talked About Jobs	58.5
Discussed the Jobs' Responsibilities and Tasks	25
Percent of All Students	15.2
Percent of Students Who Talked About Jobs	30.5
Believed that Information Received About Jobs Will Be Helpful	38
Percent of All Students	23.0
Percent of Students Who Talked About Jobs	46.3

TABLE 2C: STUDENTS WHO BELIEVE JOB INFORMATION RECEIVED FROM COUNSELORS WILL BE HELPFUL BY SEX, GRADE LEVEL AND ETHNIC GROUP

Students	Number and Percent	Sex		Grade Level			Ethnic Group		
		Male	Female	10th	11th	12th	Black	White	Other
All Students	165	97	68	55	60	50	62	67	36
Students Who Have Talked About Jobs with Counselors	82	42	40	20	37	25	33	28	21
Students Who Believe That Information Received from Counselors Will Be Helpful	38	20	18	11	21	6	16	11	11
Percent of All Students	23.0	20.6	26.5	20.0	35.0	12.0	25.8	16.4	30.6
Percent of Students Who Have Talked About Jobs	46.3	47.6	45.0	55.0	56.8	24.0	48.5	39.3	52.4

3. STUDENTS AND CAREER PUBLICATIONS

Of the students sampled, 94 or 57 percent told us that they had read books or pamphlets about jobs (Table 3). This proportion was a slightly larger one than the half of all students who reported having talked to their counselors about their future work.

Again, as was true of the career counseling sessions, it was the girls who were more likely to have read these publications. And again, similarly to the situation in guidance counseling the 12th graders who were included in the survey were less likely to have consulted books and pamphlets about jobs than were students in the two lower grades.

The ethnic group comprised of Oriental and Chicano students was significantly more likely to have read career publications than were either black or white students. This was true, as well, of occupational counseling which relatively more of this "Other" group reported having received than did either black or white students.

We asked the 94 students who had read about jobs, 'where did you get these publications?" and everyone of them responded by naming one or more sources. Far and away the most popular was the City Library which about one third of the students named (Table 3A). But other significant sources reported were counselors, the counseling office, the school library and teachers. Sometimes students had gone to some effort to obtain these guidance materials. Appreciable numbers of them mentioned responding to advertisements in periodicals by writing for booklets, requesting them from universities and schools, and visiting the employment office. Others had gotten these documents from their parents, others in the occupation, their employers, or a variety of other individuals.

Just as we asked whether or not the students found their career discussions with counselors helpful, we inquired into the assistance they gained from reading about jobs. Almost two thirds of the students who had read about jobs believed that the publications they consulted would be helpful in their career planning (Table 3B). However, as only 57 percent of all the surveyed students had read such materials, this two thirds means that only about one third of all students in the sample had benefitted from reading about jobs.

Boys and girls are nearly identical in their estimates as to the helpfulness of career publications. The sampled 12th graders believed these books and pamphlets much less useful in decision-making than did the 10th and 11th graders who were very similar in their opinions. Black students were most likely to consider books and pamphlets helpful and they were followed in this view by the "Other" ethnic group and by white students respectively.

The reasons given by students for liking the career publications they had read may well explain why more of them believed that reading about jobs would be helpful in career planning than thought their career discussions with counselors would assist them (Table 3C). We have mentioned that counseling sessions were most often characterized as helpful by the students when these discussions included descriptions of job tasks and responsibilities. Those students stating their reasons for liking the publications they had read, always mentioned some variation of the theme, "it described the job."

Following are the data upon which the above is based:

TABLE 3: NUMBER AND PERCENT OF STUDENTS WHO HAVE EVER READ BOOKS OR PAMPHLETS ABOUT JOBS OR CAREERS, BY SEX, GRADE LEVEL AND ETHNIC GROUP

Reading of Books or Pamphlets About Jobs	Total		Sex		Grade Level			Ethnic Group		
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Other
All Students	164*	100.0	96*	68	55	59*	50	62	66*	36
Have Not Read Books or Pamphlets	70	42.7	42	28	23	25	22	28	29	13
Have Read Books or Pamphlets	94	57.3	54	40	32	34	28	34	37	23
Percent Who Have Read Books or Pamphlets	57.3	xxx	56.2	58.8	58.2	57.6	56.0	54.8	56.1	63.9

TABLE 3A: STUDENTS WHO HAVE READ BOOKS OR PAMPHLETS ABOUT JOBS OR CAREERS AND THE SOURCES FROM WHICH THESE WERE OBTAINED

Sources of Books or Pamphlets	Percent of Students Using Source
All Students Who Have Read Books or Pamphlets Number: 94	
City Library	31.9
Counselor	17.0
Counseling Office	13.8
School Library	11.7
Teacher	10.6
Received Through Mail (in Response to Request)	8.5
Universities and Other Schools upon Request	6.4
Employment Office; YOC	5.3
Father, Mother, "at Home"	5.3
Other**	27.7

* One student did not respond to this question, affecting the total as indicated.

** "Other" includes "courses I have taken" as 8th grade course in career exploration or summer school (4), from others in occupation (4), from the student's employer (3), "from companies" (3) and from a miscellany including the Armed Services, Berkeley Police, and various individuals referred to by name or position.

TABLE 3B: STUDENTS WHO BELIEVE INFORMATION RECEIVED FROM BOOKS OR PAMPHLETS WILL BE HELPFUL IN THEIR JOB OR CAREER PLANNING BY SEX, GRADE LEVEL AND ETHNIC GROUP

Students	Number and Percent	Sex		Grade Level			Ethnic Group		
		Male	Female	10th	11th	12th	Black	White	Other
All Students	164*	96*	68	55	59*	50	62	66*	36
Students Who Have Read Books or Pamphlets	94	54	40	32	34	28	34	37	23
Percent of Students Who Have Read Books or Pamphlets	57.3	56.2	58.8	58.2	57.6	56.0	54.8	56.1	63.9
Students Who Believe That Information Received from Books and Pamphlets Will be Helpful	58	34	24	22	23	13	24	19	15
Percent of All Students	35.4	35.4	35.3	40.0	39.0	26.0	38.7	28.8	41.7
Percent of Students Who Have Read Books or Pamphlets	61.7	63.0	60.0	68.7	67.6	46.4	70.6	51.4	65.2
Students Who Were Undecided As to Helpfulness of Books or Pamphlets (in addition to those responding affirmatively)	5	2	3	2	2	1	1	2	2

*One student did not respond to this question, affecting the total as indicated.

TABLE 3C: REASONS WHY STUDENTS LIKE THE BOOKS AND PAMPHLETS WHICH THEY BELIEVE WILL BE HELPFUL IN THEIR CAREER PLANNING

Reasons for Liking Books or Pamphlets	Total	
	Number	Percent
Students Responding	58	100.0
Described Job or Activity	10	17.2
Described Job or Activity Student Is Interested in	7	12.1
Gave Information Student Wanted	7	12.1
Described Entry Requirements "How to Get Started"	4	6.9
Described Entry Requirements and the Job	4	6.9
Information Not Available	26	44.8

4. LABOR MARKET INFORMATION AND THE STUDENT

Students -- it would appear from their opinions about career publications and guidance counseling -- want information about the outside world of jobs. But, what do they want to know, and how do they wish to learn it?

Asked these questions, the largest number gave as their first choice for information content, "the training and education needed for various jobs". When they were asked for their four highest priority choices, more than three quarters of all students included this item among their selections (Table 4).

In answering an earlier question, students most often mentioned that they had discussed with their counselors "the education needed for jobs". Thus, a good proportion of occupational counseling is directed to what they most want to know. However, student answers to later open-ended questions and their volunteered comments make it clear that by discussions of educational requirements they do not mean routine educational programming. Rather, to be considered helpful such discussions must be related to specific jobs. They have to tell the student what he "really must know", "how long it will take", and how to get started" in relation to a specific occupation.

Obviously, there is more about jobs that the student wants to know. Several wrote, such comments as "everything about the job" or "all there is to know about careers".

Included in this "all" or "everything", and in second place as the most often mentioned first choice, was what might be called the "life style" that accompanies pursuit of a given occupation. We worded this option, "the kind of life a person is likely to have if he holds a certain job (the hours worked, working conditions, possibility of travel, lifetime income, etc.)".

Further down the line in the weight given various possibilities as first choice were the skills and interests needed in various jobs and the wages or salary paid on jobs.

Probably a better measure of sentiment as to the relative weight accorded various types of information content can be gained from the students' responses when they were asked to make four selections. Under this circumstance, and as already mentioned, "the training and education needed for various jobs" was included as one of four choices by more than three quarters of the students. Wages or salary edged out life style for second place. Meanwhile the matter of skills and interests fell to third place, but nonetheless was recorded by more than half of all students. About a third of the students included the future demand for workers in the occupation and the duties of the job among their selections. Approximately a quarter of them chose to know about the location of jobs and which are the jobs where "one can help people". And at the bottom of the list was the item, learning about promotional opportunities.

Some differences as to the information content wanted by different groups of students are evident from their responses (Table 4A). As examples, boys are more likely than girls to want to know about the kind of life one will have if he follows a certain job, or about the future demand for workers in particular jobs. Girls give a higher priority to learning about the wages or salary attaching to various jobs and to finding out about which are the jobs where one can help people.

What the students had to say about how they would most like to obtain information concerning jobs carries a message not only for school administrators and teachers but also for community groups and employers (Table 4B). For, if students were to obtain information about the labor market by the direct means they selected, much closer relationships between the schools, employers, and various community groups would have to be established than currently exist. Also, a vastly greater number of part-time and summer jobs would need to be created than are now available as well as many more vocational work-experience opportunities.

In indisputable top rank as first choice for obtaining job information was visiting places where the jobs are and actually seeing the work performed. The second most popular candidate for first choice was working part-time or in summer.

These options held their top rank even when the students were asked to select the three highest priority means whereby they would like to obtain information about jobs. Nearly 80 percent of all students responding, selected visiting places of work and 60 percent, part-time or summer jobs.

When their three choices were combined, reading about jobs in books and pamphlets, and talks with the counselor moved into third and fourth places respectively.

Enrollment in a vocational work-experience course and telephoning a career information service were each selected by more than a fifth of all students, and visiting a career center at school followed closely after these choices.

The remaining options offered for inclusion among three choices were named in the following order; a world of work course describing many jobs, extra activities at school which are job related, and films, film strips, or television about jobs. In addition, some students volunteered the item, "talking to employees" which is closely related to the most popular item -- visiting the place where the jobs are performed.

Except for black students, visiting the work place and working part-time occupied first and second place respectively among the first choices selected by all groups of students (Table 4C). For black students, counseling occupied second rank and part-time work, third.

Boys were relatively more anxious than girls to work part-time and also to read about jobs. Girls on the other hand placed a significantly higher value than did boys on telephoning a career center.

Following are the data upon which the above is based.

TABLE 4: JOB INFORMATION RANKED BY STUDENTS AS WHAT THEY MOST WANT TO KNOW AND AS ONE OF FOUR ITEMS THEY WANT TO KNOW

Content of Information	Percent of Students	
	Most Want to Know	One of Four Items Want to Know
All Students Number: 162*		
Training and Education Needed	44.4	76.5
Kind of Life Associated with Job(a)	17.3	58.0
Skills and Interests Needed	9.3	54.3
Wages or Salary	8.6	60.5
Future Labor Demand for Workers	6.8	35.8
Duties of Job	5.6	31.5
Jobs Where One Can Help People	4.3	21.6
Location of Jobs	2.5	29.6
Promotional Opportunities	1.2	19.1
Other		1.9

*Three students did not reply to this question. Percentages in second column are based on a total of 630 responses.

(a)This option was worded "The kind of life a person is likely to have if he holds a certain job (the hours worked, working conditions, possibility of travel, lifetime income, etc.)".

TABLE 4A: JOB INFORMATION STUDENTS MOST WANT TO KNOW BY SEX, GRADE LEVEL AND ETHNIC GROUP

Content of Information	Total		Sex		Grade Level			Ethnic Group		
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Other
All Students	162*	100.0	95*	67*	55	59*	48*	61*	65*	36
Training and Education Needed	72	44.4	37	35	30	23	19	31	19	22
Kind of Life Associated with Job	28	17.3	23	5	7	13	8	6	16	6
Skills and Interests Needed	15	9.3	9	6	5	4	6	7	7	1
Wages or Salary	14	8.6	5	9	5	6	3	6	7	1
Future Labor Demand for Job	11	6.8	9	2	5	3	3	1	7	3
Duties of Job	9	5.6	5	4	1	5	3	3	4	2
Jobs Where One Can Help People	7	4.3	2	5	2	2	3	4	3	0
Location of Jobs	4	2.5	3	1	-	2	2	1	2	1
Promotional Opportunities	2	1.2	2	-	-	1	1	2	-	-

*Three students did not answer this question, affecting the totals as indicated.

TABLE 4B: WAYS TO OBTAIN INFORMATION ABOUT JOBS OR CAREERS RANKED BY STUDENTS AS MOST FAVORED WAY AND AS ONE OF THREE FAVORED WAYS

Ways to Obtain Information	Percent of Students	
	Most Favored Way	One of Three Favored Ways
All Students Number: 159*		
Visiting Places Where Jobs Are and Seeing the Work Performed	42.8	78.6
Working Part-Time or in Summer	22.6	60.4
Talks with Counselor	11.9	25.2
Telephoning a Career Information Center	7.5	21.4
Reading About Jobs in Books or Pamphlets	5.0	25.8
Work-Experience Course	2.5	22.0
Visiting a Career Center at School	1.9	18.2
By Teachers in a "World of Work" Course	1.9	15.1
Films, film strips or TV About Jobs	1.9	11.9
Talking to Employees	1.3	2.5
Extracurricular Activities	0.7	12.6

*Six students did not reply to this question. Percentages in second column are based on a total of 467 responses.

TABLE 4C: WAYS TO OBTAIN INFORMATION ABOUT JOBS MOST FAVORED BY STUDENTS BY SEX, GRADE LEVEL AND ETHNIC GROUP

Ways to Obtain Information	Total		Sex		Grade Level			Ethnic Group		
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Other
All Students	159*	100.0	94*	65*	55	57*	47*	59*	64*	36
Visiting Places Where Jobs Are and Seeing the Work Performed	68	42.8	37	31	25	21	22	30	21	17
Working Part-Time or in Summer	36	22.6	23	13	11	15	10	8	17	11
Talks with Counselor	19	11.9	10	9	10	6	3	12	4	3
Telephone a Career Information Center	12	7.5	4	8	5	3	4	2	8	2
Reading about Jobs	8	5.0	6	2	1	5	2	4	4	-
Work-Experience Course	4	2.5	4	-	1	2	1	2	2	-
Visiting a Career Center at School	3	1.9	2	1	-	1	2	-	2	1
By Teachers in a World of Work Course	3	1.9	2	1	1	2	-	1	1	1
Films, Filmstrips and TV about Jobs	3	1.9	3	-	-	2	1	-	3	-
Other(a)	3	2.0	3	-	1	-	2	-	2	1

*Six students did not answer this question, affecting the totals as indicated.

(a)Includes talking to employees and extracurricular activities.

5. JOB INFORMATION AND CAREER DECISION-MAKING

Almost sixty percent of the sampled students responded affirmatively to the question, "Have you already decided what job or career you want after you have finished high school or college?" (Table 5). Boys were considerably more likely to have made this decision than were girls, and 12th graders had more often decided than students in the lower grades. Of the different ethnic groups relatively more black students had selected a future occupation than had members of the other groups.

Career choices for all groups of students were overwhelmingly concentrated in the white collar occupations. Of the 96 students reporting they had already decided on their future work, 82 had selected jobs in the professional, semi-professional, managerial and clerical occupational groups.

For the most part, their selections gave little evidence of the great variety of jobs existing in the work-world. Time and again, physician, lawyer and teacher were the occupations named in the professional category (detail not shown). There was no evidence however, that girls were restricting themselves to the professional occupations traditionally associated with their sex. Although some had elected to become nurses or teachers, they were, if anything, more likely to mention professional occupations that are not as numerous (and not as traditional for them) -- such as sociologist, pharmacist or veterinarian -- than were boys. However, they did show a predictable interest in the personal service occupation, beautician, and in various designer jobs included in the semi-professional category. The very few boys breaking out of the white collar occupations were interested either in the skilled trades or in ranching.

To us the most significant response in the entire questionnaire was the reply to a later query, "Would you like to know more than you do now about the job or career that you have selected?" Only the 96 students who had made their career selection were eligible to answer this question (Table 5A). All except one of these 96 answered, "Yes". The single exception was a student who had elected to follow her mother's occupation and, therefore, must have already known a great deal about its duties and the education needed to qualify. Significantly, almost a third of the students who were <u>not</u> eligible to answer this question because they had not selected their future work, nonetheless valunteered that they would like to have more information about jobs -- usually, information "in general".

When the wanted information was described, again it was most likely to be information about the education and training required for the chosen job. (Table 5B). Then followed requests for comprehensive information about jobs in general.

When students described the additional knowledge they would like to have about already-selected occupations they were more likely than they had been earlier to stress their desire to know about the future demand for workers in the jobs of their choice. After this, they placed a high premium on knowing more about the skills and interests needed to

succeed in the jobs they had chosen, and the salaries and other benefits associated with these jobs. Also regarded as important were opportunities to talk to people already in these jobs and the duties of the latter.

Most of these 96 students told us "who" or "what" they believed helped them decide they would like to work in the particular job or field they had selected (Table 5C). In answering this question they were asked to respond "Yes" or "No" to a series of ten options we provided and to write in other factors which had influenced them if they wished to do so.

The largest proportion of students answering this question credited "knowing people who work in this job" as having helped them decide what they want to do. Some of these "people" may have been their parents as more than 40 percent mentioned them, while an equal percentage of students named courses they were taking. Teachers, career books and pamphlets, films or television, counselors, test scores and high school friends all ranked significantly and in that order.

Several write-in items were mentioned. Among these were "I decided". In other words, it was an independent decision. Other write-ins were as follows: the student's interest in the field, work he had done in a related job, a desire to help people, and that the job was a good-paying one.

Certain differences can be noted among the different student groups as to the various factors most frequently mentioned as having helped them (Table 5D). As examples, black students appear to have been less often influenced by their parents or by people working in the occupation than are the members of other ethnic groups. This would argue that black students have the most to gain from a strong occupational guidance program. One evidence of this could be the higher mention they accorded the influence of counselors than did white students. However, the largest mention of the help given by the latter was registered by the members of other ethnic groups. Also, girls, relatively more often than boys, stated that their counselors had helped them decided on their future careers.

Following are the data upon which the above is based.

TABLE 5: JOBS OR CAREERS DECIDED ON BY STUDENTS AFTER THEY HAVE FINISHED HIGH SCHOOL OR COLLEGE BY SEX, GRADE LEVEL AND ETHNIC GROUP

Jobs or Careers Decided on	Total		Sex		Grade Level			Ethnic Group		
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Other
All Students*	164*	100.0	96*	68	55	59*	50	61*	67	36
Students Who Have Not Decided on Jobs or Careers	68	41.5	47	21	21	20	27	19	29	20
Students Who Have Decided on Jobs or Careers	96	58.5	49	47	34	39	23	42	38	16
Jobs or Careers	96	100.0								
Professional	64	66.7	35	29	26	23	15	24	28	12
Semi-Professional	12	12.5	4	8	4	5	3	8	3	1
Personal Service Occupations	4	4.2	-	4	1	3	-	2	1	1
Managerial and Official	3	3.1	2	1	-	2	1	2	-	1
Skilled	3	3.1	3	-	1	1	1	1	2	-
Clerical	3	3.1	-	3	1	1	1	2	-	1
Armed Services	2	2.1	1	1	-	1	1	1	1	-
Occupations in Agriculture	2	2.1	2	-	1	1	-	-	2	-
Other	3	3.1	2	1	-	2	1	2	1	-

*One student did not answer this question, affecting the totals as indicated.

TABLE 5A: DESIRE OF STUDENTS WHO HAVE DECIDED ON THEIR FUTURE JOBS OR CAREERS FOR MORE INFORMATION ABOUT THEIR SELECTED JOBS, BY SEX, GRADE LEVEL AND ETHNIC GROUP OF STUDENTS

Students	Total	Sex		Grade Level			Ethnic Group		
		Male	Female	10th	11th	12th	Black	White	Other
All Students Who Have Decided on Careers	96	49	47	34	39	23	42	38	16
Students Who Desire More Information About Selected Jobs or Careers	95	49	46	34	38	23	41	38	16
Students Who Do Not Desire More Information	1	-	1	-	1	-	1	-	-
Students Who Volunteered Desire For Information on Jobs[a]	21	16	5	5	6	10	5	6	10

[a] Only those students who affirmatively answered the question, "Have you already decided what job or career you want after you have finished high school or college?" were supposed to answer a following question. This question was "Would you like to know more than you do now about the job or career that you have selected?" However, 21 of the 68 students who had answered the first question negatively volunteered that, nonetheless, they wished additional information.

TABLE 5B: CONTENT OF ADDITIONAL INFORMATION DESIRED BY STUDENTS ABOUT JOBS AND CAREERS

Content of Additional Information	Percent of Students
Students Responding Number: 82*	
Information on Training and Education, "How to Start Out?"	40.2
Everything about the Job; More About Jobs in General	19.5
Probable Future Demand in Occupation	14.6
Skills and Interests Needed; How Specific Tasks Are Performed	11.0
Wages or Salary; Other Benefits	9.8
Would Like to Talk to People on the Job about Their Experience	8.5
Duties of the Job	7.3
Relation of Job Requirements and Satisfaction to Students' Qualifications and Interests	4.9
Other(a)	12.2

*Of the 116 students answering that they would like to know more than they do now about the job they had selected (see Table 5A), 82 replied to the question "If you would like to have more information, what would you like to know?" In all, 105 items were given to this open-ended question.

(a)"Other" includes two requests each for kind of life one would lead on the job; chances for promotion; social significance and/or ecological soundness of the job; advantages and disadvantages of the job; and information about related part-time work while continuing education for the job.

TABLE 5C: FACTORS THAT HELPED STUDENTS WHO HAVE DECIDED ON THEIR FUTURE JOBS OR CAREERS TO SELECT A PARTICULAR JOB OR FIELD

Factors That Helped in Decision[(a)]	Percent of Students
Students Responding Number: 91*	
Knowing People Who Work in the Job	54.9
Parents	41.8
Courses	41.8
Other Relatives	27.5
Teachers	19.8
Books and Pamphlets	19.8
Films or Television	16.5
Counselors	14.3
Test Scores	14.3
An Independent Decision; "I Decided"	12.1
High School Friends	11.0
Interest in Field	9.9
Work in a Related Job	5.5
Desire to Help People	4.4
Good-Paying Job	3.3

(a) Question was worded, "If you have already made this decision, who or what helped you decide that you would like to work in this particular field?"

* Five of the 96 students who had decided on careers did not answer this question.

TABLE 5D: FACTORS THAT HELPED STUDENTS WHO HAVE DECIDED ON THEIR FUTURE JOBS OR CAREERS TO SELECT A PARTICULAR JOB OR FIELD, BY SEX, GRADE LEVEL AND ETHNIC GROUP OF STUDENTS

Factors That Helped in Decision	Total	Sex		Grade Level			Ethnic Group		
		Male	Female	10th	11th	12th	Black	White	Other
All Students	165	97	68	55	60	50	62	67	36
All Students Mentioning Factor Affirmatively	91*	46	45	33	37	21	39	36	16
Knowing People Who Work in the Job	50	28	22	18	21	11	18	23	9
Parents	38	23	15	16	14	8	14	16	8
Courses	38	25	13	14	15	9	13	16	9
Other Relatives	25	15	10	8	11	6	12	8	5
Teacher	18	11	7	5	11	2	7	9	2
Books and Pamphlets	18	14	4	6	8	4	7	6	5
Films or Television	15	9	6	8	5	2	5	7	3
Counselors	13	5	8	4	8	1	6	4	3
Test Scores	13	9	4	5	7	1	4	6	3
An Independent Decision; "I Decided"	11	4	7	3	4	4	7	2	2
High School Friends	10	8	2	3	5	2	4	4	2
Own Interest in Field	9	4	5	4	3	2	1	6	2
Work in a Related Job	5	1	4	1	1	3	1	3	1
Desire to Help People	4	0	4	1	2	1	3	-	1
Good-Paying Job	3	1	2	-	2	1	2	1	-

*Includes the 91 students answering this question by checking one or more factors affirmatively who were included in the 96 students that had decided on their future jobs or careers.

9. INFLUENCE OF PARENTS ON STUDENTS' CAREER DECISION-MAKING

As mentioned, parents ranked relatively high on the list of those persons or factors the students credited with having helped them decide on their future careers.

Half of the sampled students believed their mothers would like them "to aim for a particular job or career" (Table 6). A smaller proportion of all students, or 42 percent, believed the same of their fathers (Table 6A). And whether fathers' or mothers' attitudes were described, relatively more girls than boys believed that such a parental desire existed.

"To aim for a specific job or career", however, was interpreted rather loosely by many of the students, and we have followed them by doing likewise.

Twenty eight percent of the students in answering our question with reference to their mothers, and 32 percent in describing their beliefs about their fathers' attitudes, indicated that, actually, no particular job or career was involved in their parents' thinking. Rather, the parent was described as emphasizing the activity of aiming, not the specific target aimed for. Such answers as "a job I would be interested in", or "a job I would be good at", or "any job, just aim" were common responses to our inquiry.

When specific occupations were named, they were most frequently in the professional category. Mothers were more frequently credited (Table 6B) than were fathers (Table 6C) with wanting the students to enter professional occupations. And relatively fewer students believed their mothers than their fathers were essentially permissive in their concepts of a target.

Finally, more often than not the occupation for which the student believed his parents wanted him to aim was identical to the job or career the student had, himself, selected. It is entirely possible, therefore, that the occupational aims attributed to their parents by the students as often reflected encouragement as direction or pressure.

Following are the data upon which the above is based.

TABLE 6: WHETHER OR NOT MOTHERS OF STUDENTS WOULD LIKE THEM "TO AIM" FOR A PARTICULAR JOB OR CAREER BY SEX, GRADE LEVEL AND ETHNIC GROUP OF STUDENTS

Attitude of Mother	Total		Sex		Grade Level			Ethnic Group		
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Other
All Students	165	100.0	97	68	55	60	50	62	67	36
Information Not Available or Not Applicable	8*	4.8	6	2	4	3	1	6	-	2
Would Like Student "to Aim" for Particular Job or Career	84	50.9	47	37	27	34	23	35	33	16
Would Not Like Student "to Aim" for Particular Job or Career	73	44.3	44	29	24	23	26	21	34	18

TABLE 6A: WHETHER OR NOT FATHERS OF STUDENTS WOULD LIKE THEM "TO AIM" FOR A PARTICULAR JOB OR CAREER BY SEX, GRADE LEVEL AND ETHNIC GROUP OF STUDENTS

Attitude of Father	Total		Sex		Grade Level			Ethnic Group		
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Other
All Students	165	100.0	97	68	55	60	50	62	67	36
Information Not Available or Not Applicable	24**	14.5	14	10	11	9	4	21	2	1
Would Like Student "to Aim" for Particular Job or Career	69	41.8	37	32	23	29	17	23	32	14
Would Not Like Student "to Aim" for Particular Job or Career	72	43.7	46	26	21	22	29	18	33	21

* Eight students did not answer this question either because they failed to complete the questionnaire, or because their mothers were deceased.

** Twenty four students did not answer this question, either because they failed to complete the questionnaire, or because their fathers were deceased, or their whereabouts were unknown.

TABLE 6B: JOBS OR CAREERS FOR WHICH MOTHERS OF STUDENTS WOULD LIKE THEM "TO AIM", BY SEX, GRADE LEVEL AND ETHNIC GROUP OF STUDENTS

Jobs or Careers	Total		Sex		Grade Level			Ethnic Group		
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Other
Students Responding	72*	100.0	36	36	25	27	20	29	27	16
Professional	38	52.8	24	14	12	13	13	16	10	12
Permissive(a)	20	27.8	7	13	8	8	4	6	13	1
Dependable and Good Paying	4	5.5	3	1	2	2	-	1	2	1
Clerical	3	4.1	-	3	2	1	-	2	-	1
Managerial and Official	2	2.8	-	2	-	-	2	-	1	1
Personal Service Occupations	2	2.8	-	2	-	2	-	1	1	-
Semi-Professional	1	1.4	-	1	1	-	-	1	-	-
Protective Service	1	1.4	1	-	-	-	1	1	-	-
Skilled	1	1.4	1	-	-	1	-	1	-	-

*Of the 84 students who replied that their mothers would like them "to aim" for a particular job or career, 72 specified the job or career.

(a) Includes such replies as "any job, but just aim", or any job in which student "would be interested", or "would be good at".

TABLE 6C: JOBS OR CAREERS FOR WHICH FATHERS OF STUDENTS WOULD LIKE THEM "TO AIM", BY SEX, GRADE LEVEL AND ETHNIC GROUP OF STUDENTS

Jobs or Careers	Total		Sex		Grade Level			Ethnic Group		
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Other
Students Responding	59*	100.0	32	27	20	24	15	18	28	13
Professional	27	45.7	18	9	9	10	8	9	10	8
Permissive(a)	19	32.2	8	11	6	9	4	4	13	2
Skilled	3	5.1	2	1	-	2	1	1	2	-
Semi-Professional	2	3.4	1	1	2	-	-	1	-	1
Managerial and Official	2	3.4	1	1	-	-	2	-	-	2
Personal Service Occupations	2	3.4	-	2	-	2	-	1	1	-
Dependable and Good Paying	2	3.4	2	-	1	1	-	1	1	-
Clerical	1	1.7	-	1	1	-	-	-	1	-
Sales	1	1.7	-	1	1	-	-	1	-	-

*Of the 69 students who replied that their fathers would like them "to aim" for a particular job or career, 59 specified the job or career.

(a)Includes such replies as "any job, but just aim", or any job in which student "would be interested", or "would be good at".